

## ***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

**U.S. Department of Education**

**September 2004**

**REVISED 3/15/05**

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Deb Gustafson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Keith L. Ware Elementary School

(As it should appear in the official records)

School Mailing Address 6795 Thomas Avenue

(If address is P.O. Box, also include street address)

Fort Riley

City

Kansas

State

66442 1519

Zip Code+4 (9 digits total)

County Geary

School Code Number\* 7630

Telephone ( 785 ) 761-3870

Fax ( 785 ) 784-7013

Website/URL http://www.usd475.org/wr

E-mail DebGustafson@usd475.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Ronald P. Walker

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Geary County Unified School District 475 Tel. ( 785 ) 238-6184 ext. 2290

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mr. LaMont Godsey

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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1. Number of schools in the district:
  - 13 Elementary schools
  - 2 Middle schools
  - N/A Junior high schools
  - 1 High schools
  - 0 Other
  - 16 TOTAL
  
2. District Per Pupil Expenditure: \$8275.00  
 Average State Per Pupil Expenditure: \$7748.17
  
3. Category that best describes the area where the school is located:
  - ☐ Urban or large central city
  - ☒ Suburban school with characteristics typical of an urban area
  - ☐ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
  
4. 4 Number of years the principal has been in her/his position at this school.  
N/A If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	62	61	123	8			
1	65	56	121	9			
2	62	45	107	10			
3	64	58	122	11			
4	61	42	103	12			
5	39	54	93	Other			
6							
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				669

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>55</u>   | % White                          |
| <u>25</u>   | % Black or African American      |
| <u>17</u>   | % Hispanic or Latino             |
| <u>2</u>    | % Asian/Pacific Islander         |
| <u>1</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

7. Student turnover, or mobility rate, during the past year: 51%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	145
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	177
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	322
(4)	Total number of students in the school as of October 1	633
(5)	Subtotal in row (3) divided by total in row (4)	.51
(6)	Amount in row (5) multiplied by 100	51%

8. Limited English Proficient students in the school: 11%  
74 Total Number Limited English Proficient  
 Number of languages represented: 13  
 Specify languages: Chamarra, French, Creole, German, Japanese, Korean, Spanish, Tagalog, Yupik, Hawaiian, Lao, Vietnamese, Native American
9. Students eligible for free/reduced-priced meals: 88%  
 Total number students who qualify: 590

10. Students receiving special education services: 16 %  
107 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>48</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>29</u> Speech or Language Impairment
<u>4</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>    </u> Emotional Disturbance	

\*Included in KS special education

5 Developmentally Delayed  
6 Early Childhood Special Education

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>    </u>
Classroom teachers	<u>28</u>	<u>    </u>
Special resource teachers/specialists	<u>16</u>	<u>3</u>
Paraprofessionals	<u>21</u>	<u>2</u>
Support staff	<u>7</u>	<u>    </u>
Total number	<u>75</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 24

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	96%	96%	95%	93%
Daily teacher attendance	93%	95%	95%	94%	95%
Teacher turnover rate	24%	21%	24%	27%	34%
Student dropout rate (middle/high)	n/a	n/a	n/a	n/a	n/a
Student drop-off rate (high school)	n/a	n/a	n/a	n/a	n/a

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
<b>Total</b>	<b>100 %</b>

## **PART III- SUMMARY**

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Keith L. Ware Elementary School, named after a decorated Major General, opened its doors in August of 1983. Ware Elementary is one of six schools on Fort Riley military installation and one of thirteen elementary schools in Geary County Schools, USD 475. The school district encompasses Junction City, a military town of approximately twenty-thousand, and Fort Riley which is home to over thirty-thousand soldiers and families. The military influence provides a significant diversity of students with minority populations making up fifty percent of our student body.

Ware Elementary serves kindergarten through fifth grade with a current enrollment of 687. Enrollment numbers vary significantly depending upon on troop population and deployment. This environment lends itself to a student mobility rate of 51% and a teacher mobility rate over 20 percent. In any given year, a thousand different students will enroll in our school and a quarter of the teachers will be new to our building. Due to mobility our programs and procedures must be based upon best practices.

Eighty-five percent of our students are active duty military dependents, with the remaining students residing in mobile home parks in neighboring Junction City. This mix of civilian and military students provides unique opportunities in terms of policies and procedures due to dealing with dual agencies. The housing area within Ware boundaries are three and four bedroom complexes providing homes to Ft. Riley's lower-ranking soldiers. Thirty percent of our families have five or more children.

During the 2003-04 school year, 85% of our students had one, both, or their only parent deployed to Operation Iraqi Freedom. In addition, 30% of our staff had a spouse deployed. Thirty-day block leaves provided to each soldier prior to and after deployment continue to create student attendance concerns.

Eighty-eight percent of Ware students qualify for free or reduced lunch. Over one hundred students qualify for services in special education. In order to serve these students, Ware has a certified special education teacher for each grade level with paraprofessional support. Services provided include Interrelated, Social Work, Speech/Language, Extended Learning, Visually Impaired, Physical Therapy, Occupational Therapy and Language Learning Disabled. One English Language Learner teacher serves over eighty students with paraprofessional support.

Kindergarten is held in six half-day sessions while we have six classrooms of first and second graders, five of third graders and four each of fourth and fifth graders. Our students enjoy a Blocked Activity Time in which they attend a variety of courses while their teachers collaborate with one another regarding student

performance. The activities include music, physical education, science, activity labs, language enrichment, Spanish exposure, library exploration, computer and lifeskills.

In 2004, Ware became a Professional Development School in partnership with Kansas State University. In this capacity we are a facility for pre-service teachers in their junior and senior year of preparation.

In spite of the challenges of high teacher and student mobility, poverty, and special needs, Ware teachers provide a stable and nurturing environment in which to learn and grow. Our staff is dedicated to educating each child to his/her full potential by focusing on one child at a time. Our mission is to provide quality education while motivating and encouraging students to develop skills allowing them to become responsible citizens of society and life-long learners. Modeling of these expectations by the adults in our building provides our students with life examples. We feel privileged for the opportunity to have such an impact on students from across our great nation.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

1. The State of Kansas administers State Assessments in Reading, Math, Writing, Social Studies and Science prepared by the Center for Educational Testing and Evaluation at the University of Kansas. These assessments are based on State Standards. These may be found on the Kansas State Department of Education webpage, [www.ksde.org](http://www.ksde.org). The Kansas Reading Assessment is administered to fifth graders and the Kansas Math Assessment is administered to fourth graders. All students in each grade level being tested are required to take the test. Assessments are part of the Quality Performance Accreditation process in which each school's progress is measured before individual schools earn their accreditation in Kansas.

Our performance data for the Kansas Reading Assessment is reported using the following performance levels and cutpoints:

- \*Exemplary (93-100) – student independently demonstrates the ability to go beyond the text consistently.
- \*Advanced (87-92) – student independently demonstrates inferential understanding within a text.
- \*Proficient (80-86) – student demonstrates a literal understanding of text with instructional support before, during and/or after reading.
- \*Basic (68-79) – student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or incomplete. Intervention is necessary.
- \*Unsatisfactory (0-67) – student does not meet any of the preceding criteria.

To meet Kansas Standards students are expected to be at proficient or above in math and reading. To achieve the State Standard of Excellence a school must have no more than 5% of students tested in the Unsatisfactory level, at least 25% in the Exemplary level, and at least 80% in the Proficient or above categories.

Ware students have shown significant improvement in their reading scores over the past five years. Our scores went from 45% proficient and above in 2000 to 98% proficient and above in 2004. We achieved a 29% improvement from 2003 to 2004. 100% of our black students scored proficient and above in 2004 compared to 36% in 2000. 97% of our economically disadvantaged students scored proficient and above in 2004 compared to 46% in 2000. All subgroups showed significant improvements during this time period and are now comparable with each other. Ware has received the Challenge Award in reading from the Confidence in Public Education Task Force for the past three years.

Our performance data for the Kansas Math Assessment is reported using the following performance levels and cutpoints measuring understanding in number sense, algebraic concepts,

geometry, and data.

- \*Exemplary (75-100) – student demonstrates superior knowledge and a comprehensive understanding of all four standards.
- \*Advanced (60-74) – student demonstrates a high level of knowledge and comprehension understanding within at least three of the four standards.
- \*Proficient (48-59) – student demonstrates sound knowledge and understanding within four areas of the standards, but may not be able to apply his or her understanding within each of the four areas.
- \*Basic (35-47) – student is having difficulty consistently demonstrating basic skills, concepts, and procedures across one or more standards.
- \*Unsatisfactory (0-34) – student does not demonstrate understanding of facts, concepts, or procedures across one or more standards.

Ware students have also demonstrated great academic achievement in math. Currently, 100% of our students are at the proficient or above level compared to 45% in 2000. 100% of our students have scored proficient or above for the past two years. In 2000, 30% of our black students scored proficient and above while 32% of our economically disadvantaged students scored proficient and above in the same year. 100% of both of these subgroups have scored proficient and above for the past two years. All subgroup scores are now comparable. We have met the state Standard of Excellence and have been awarded the Challenge Award from the Confidence in Public Education Task Force for the past three years in math.

2. Ware Elementary teachers use formative and summative assessment data to drive decisions regarding instruction for students and school improvement. Quarterly formative assessments are given to students to determine current performance levels. Formative assessment performance levels are correlated from state assessment criteria. These formative assessments are then disaggregated to determine identified subgroups that need extra or differentiated instruction. Data is analyzed during weekly grade level Focus Meetings and monthly School Improvement Meetings. These opportunities allow staff to determine if instruction must be adjusted to meet students' needs. Adjustments are then made at either an individual, classroom, grade or school-wide level based on the needs identified. Student Action Plans are written for students not meeting success. Referrals are then made to Student Improvement Teams where more differentiated individual instructional strategies are established. These processes allow for documentation of specific strategies that are used with individual students needing assistance. Strategies identified during all student-focused professional meetings which can be implemented building-wide are shared during professional development. Formal professional development is conducted eight times per year at the building or district level. However, teachers at the building level participate in professional development throughout the school year during weekly and monthly meetings. Our focus is on one child at a time with all teachers on board.

3. A variety of methods are used to communicate student performance to the many stakeholders interested. At the individual student level teachers hold individual conferences with parents a minimum of twice a year to discuss their child's progress. We typically achieve a 97% participation rate at these conferences. In addition, teachers contact parents at least once each quarter by telephone, e-mail or in person to discuss their child's performance. Teacher-parent communication is common as teachers attempt to keep parents involved in their child's education. Report cards are provided to parents each quarter and award assemblies are held to recognize students meeting established standards. At the classroom level, teachers write newsletters giving information about the class's progress. Teachers report classroom levels of performance on quarterly assessments in reading, math and writing so parents can observe how the entire class is performing. Individual student scores are provided to parents.



Building-wide performance is shared at state required Site Council Meetings which are made up of parents, teachers and business/community members. At least once a year, we report publicly to our local Board of Education regarding the academic progress of our students from the previous year. Every year we hold a School-in-Review night in which we highlight student scores and display student work. We have conducted school wide academic achievement assemblies to recognize meeting the Standard of Excellence on state assessments. Finally, the Kansas State Department of Education issues a building Report Card displaying student performance on state assessments. This report card is available to all interested parties at [www.ksde.org](http://www.ksde.org) and made available to parents through the school office. We summarize this report in our school newsletter.

4. Sharing strategies to ensure students success is an expectation in our school district. Whether attending professional development sessions, administrative council meetings, or specific principals meetings most of the agenda is devoted to sharing best practices for student academic success.

Our district has a Curriculum and Instruction Advisory Council (CIAC) in which each school presents information regarding ideas and strategies which are enabling student successes. In this format, the CIAC members provide feedback and give suggestions for improvement. In addition, the district has several curriculum task force committees in which Ware teachers are members and expected to share information. The district also holds grade-level learning academies in which strategies in the core curriculum are taught and expected to be implemented.

Ware Elementary has been asked on numerous occasions to share the changes made in the past four years which have enabled our school to go from state sanctioned school improvement to a Blue Ribbon nominee. Building level administrators and teachers have also been asked to present information in a variety of other Kansas schools. Some schools have chosen to visit our school to observe these practices in action. Ware administrators and teachers have also presented at the annual Kansas Department of Education Effective Schools Conference and math conferences. The administrators at Ware serve as Quality Performance Accreditation chairmen for several schools in the state where information is also shared. We feel very fortunate to have experienced the successes we have achieved regarding student academic growth and feel a responsibility to share our strategies with our colleagues in education.

## **PART V – CURRICULUM AND INSTRUCTION**

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1. Curriculum in each of the content areas is comprehensive and based on national, state, and district standards. Art, music, and physical education integrate content standards as appropriate to the discipline. Teachers work with our library/media specialist to integrate literature, research, and media applications into each content area.

The Success For All reading program was adopted for our school six years ago. It is a research-based curriculum with ninety minutes of daily reading instruction, twenty minutes of homework, and a tutoring component. Beginning in first grade, students are grouped at their instructional level. Assessments are given every eight weeks to ensure progress is being made and to determine tutoring needs. The tutoring component serves 15% of our total population.

The Everyday Mathematics Program is utilized for our math curriculum. It includes a spiraling, standards-based, comprehensive foundation using hands-on application in number sense, algebra, geometry, and data. Basic mathematical skills are reinforced through the Everyday Mathematics

developed games for mathematical concepts.

The Five-step Writing process along with the Six-trait Writing Model is utilized in our classrooms. Students learn to prewrite, draft, revise, edit, and publish. Students are taught the six writing traits and rubrics for a better understanding to produce quality writing. Students are monitored for growth in the six traits and maintain writing portfolios.

Harcourt-Brace provides the social studies text used as a basic curriculum tool to teach state and district standards. Using themes of Commonality and Diversity, Continuity and Change, Conflict and Cooperation, Individualism and Interdependence, and Interaction Within Different Environments, students are taught to view the world around them by making connections to past and present.

Houghton Mifflin Discovery Works is utilized for science. The curriculum uses methods of inquiry-based investigations incorporating the science process skills in the areas of earth science, life science and physical science. This program provides a balance between hands-on activities and content resources to enhance the students' understanding of science concepts.

The health curriculum was developed locally in cooperation with the community using guidelines established by the Kansas Department of Education. It focuses on respect for self and others, and teaches age appropriate information about human sexuality and HIV. The DARE curriculum is used in first, third, and fifth grades.

Physical education utilizes the Essentials Curriculum that emphasizes physical fitness development through the components of flexibility, muscle strength, endurance, and cardio-respiratory endurance. Fundamental movement and participation skills are the main focus.

Music education is designed to expose students to a broad range of musical experiences. Students are actively involved in using a wide variety of hands-on tools to make music and learn rhythm patterns. Our music and physical education teachers combine grade levels of students at various times throughout the year to give performances to parents and the community.

Our school's library media program combines library curriculum skills within academic areas across grade levels. Classroom teachers and the library specialist collaboratively develop integrated lessons.

Our curriculum is enhanced by the use of technology. Our school currently has two computer labs and one wireless lab to assist teachers in their instruction and to develop technology skills for our students. The teachers and the computer proctor collaborate to develop lessons that integrate technology such as internet research, PowerPoint presentations, use of the digital camera, and many other aspects of technology.

2a. Our reading instruction is based around phonemic awareness, phonics, fluency, vocabulary and text comprehension. It is research based with ninety minutes of daily reading at students' instructional level, 30 minutes of additional skills instruction and twenty minutes of individual reading.

The kindergarten reading curriculum emphasizes oral language development, which utilizes thematic units, children's literature, oral and written expression, and labs. Its focus on phonemic awareness develops the student's ability to hear, identify and manipulate individual sounds in spoken words. Pre-reading activities promote the development of concepts regarding print and alphabet familiarity to improve comprehension and spelling skills.

Beginning in first grade, students are grouped into instructional levels. Assessments are given every eight weeks to ensure progress is being made, establish new instructional groups and to determine tutoring needs. Student work in cooperative learning teams to improve strategic reading, comprehension skills and to investigate literature. We also focus on individual accountability, common goals, and recognition of group success.

The focus of our primary reading level is on phonics instruction to develop and apply letter-sound relationships in words, sentences and stories. It emphasizes phonics and comprehension for students reading at the first grade level. It uses literature and a series of interesting stories in which phonetically regular text is enriched by teacher-read text. Students engage in partner reading and writing activities. The lessons are fast-paced, and use various skills to build comprehension and fluency.

The intermediate reading program focus is on the utilization of reading strategies. It incorporates instruction in fluency, vocabulary development and text comprehension. Strategies to enhance student fluency are student – adult reading, choral reading, tape assisted reading, partner reading and readers theater. Fluency is monitored through assessments given 2 times per 9 weeks. Vocabulary development is taught through specific word instruction, breaking down word parts, context clues and reference aiding. Text comprehension instruction includes think alouds, clarifying, summarizing, questioning and predicting.

Thirty percent of our 1<sup>st</sup> grade students are tutored to develop individual reading skills. The goal in tutoring is to help students who are experiencing difficulty with classroom instruction. Identified students receive twenty minutes of individualized instruction daily based solely on their instructional needs. .

3. Mathematics is the second focus of our school improvement plan. Improving the students' math skills and preparing them for the next level of education is our primary focus. Our two main strategies within this goal are: 1) to teach students a four-step problem solving model and its applications for solving both single and multi-step problems, and 2) to teach specific mathematical vocabulary and use it in explaining mathematical tasks. Skills are presented, taught and reinforced through a K-5 spiraling curriculum. Lessons are structured to always begin with the concrete and move to the abstract. Our use of the Everyday Mathematics Program has allowed us to insure that national, state, and district standards are incorporated into daily hands-on lessons which introduce students to problems using number sense, algebraic concepts, measurement, geometry, probability and statistics. Teachers reinforce mathematical vocabulary by making Word Wall displays so that students can consistently make connections to correct usage and build comprehension. Components of the Everyday Math Program are Math Games, Daily Word Problems, and Math Minutes which enhance basic skills.

Our students have shown a continual trend of improvement in their understanding of mathematics, which was demonstrated by our fourth graders achieving both the State Standard of Excellence and the Confidence in Public Education Task Force's Certificate of Recognition Challenge Award in mathematics for the past three years.

4. Ware Elementary uses a variety of instructional methods to target student improvement. Research-based practices are identified in our School Improvement Plan targeting reading, math and writing. Ware Elementary has adopted the Success for All reading model. Instructional components of this model include partner reading, skills instruction, reading comprehension, and Fast Track phonics. During reading instruction in the upper grades, cooperative learning is used for partner reading to develop the ability to identify characters, setting, problems, solutions, summarization, clarification, prediction, questioning, and reading comprehension skills. In the primary grades, reading skills targeted are

phonemic awareness, auditory discrimination, sound blending, context clues and self-monitoring strategies. These strategies are further targeted for instruction during individual tutor time for identified students who are not meeting success in the regular reading program. While all genres are taught, instruction emphasis is placed on expository text. Instruction in the Five-step Writing process is provided and the Six-trait Analytical Assessment is used for evaluation of writing. The Four Square method is used to model the writing process. Student writing portfolios are kept to demonstrate writing growth. Cross-grade level assessing and aligned, targeted writing traits have been developed in a scope and sequence to improve student writing instruction and achievement. In math, students use a problem solving model throughout the school. Mathematical vocabulary is targeted to develop the math language necessary to communicate mathematical thoughts in writing and conversation. The Student Improvement Team and Elementary Student Action Plan processes develop further individual strategies to meet specific needs for student success.

5. The staff at Ware Elementary has discovered the key to effective professional development is to specifically target areas in which students are not meeting success. Disaggregated data identifies the areas to align the professional development. This format allows for a genuine results-based professional development plan. Significant growth was realized in the academic performance of students once we began to engage in on-going professional development on a weekly basis. Eight staff development days throughout the year allow for the training of specific instructional strategies and interventions, with these skills monitored and discussed in weekly professional development.

Our professional development in reading involves connecting the literacy components of phonemic awareness, phonics, fluency, vocabulary, and text comprehension into the component of the Success for All reading program. We realize a reading program is only as strong as the teacher understanding of the various components; therefore, much of our professional development time and discussion is spent regarding these literacy components.

In math our professional development focuses on the math standards required in our state. We connect those standards to the Everyday Math program utilized and determine where we must enhance the curriculum to meet the rigorous state demands.

In writing our focus in professional development is on the Four Square method and Six-trait Analytical Writing Assessment. We work in cross grade level teams to determine writing scoring methods, as well as the development of rubrics and graphic organizers.

Once we matched professional development to student and teacher needs, we established on-going activities throughout the school year to enable our students to achieve greater success. This can be measured in our State Standard of Excellence and Certificate of Merit Challenge Award recognition. However, the true impact is the opportunity for our students to meet academic success.

## PART VII - ASSESSMENT RESULTS

Subject Math

Grade 4

Test Kansas State Math Assessment

- Kansas uses five performance level categories, Unsatisfactory, Basic, Proficient, Advanced and Exemplary.
- Subgroups that have NA reported for certain years and/or performance levels are because the state criteria for the number of students reported was not met.
- Certain subgroups were not reported at all because the state criteria for the number of students reported was not met.
- *Grade 4 math subgroups are continued on the next page.*

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
<b>WARE ELEMENTARY SCORES</b>					
% Unsatisfactory	0	0	3.7	14.3	20.4
% At or Above Basic	100	100	96.3	85.7	79.6
% At or Above Proficient	100	100	81.5	61.9	44.9
% At or Above Advanced	97.8	83.1	64.2	33.3	20.4
% Exemplary	75.8	48.2	28.4	11.9	5.1
Number of students tested	91	83	81	84	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>STATE SCORES</b>					
% Unsatisfactory	5.7	8.6	11.3	11.8	14.0
% At or Above Basic	94.3	91.4	88.8	88.1	86.0
% At or Above Proficient	80.1	73.5	67.6	67.2	62.4
% At or Above Advanced	60.5	52.3	45.5	42.1	39.1
% Exemplary	30.4	23.0	18.2	16.8	13.8
<b>SUBGROUP SCORES</b>					
<b>1. Ware Elementary Economically Disadvantaged</b>					
% Unsatisfactory	0	0	4.1	13.2	22.0
% At or Above Basic	100	100	95.8	86.8	78.0
% At or Above Proficient	100	100	79.4	55.2	42.0
% At or Above Advanced	97.4	83.6	67.1	28.9	16.0
% Exemplary	75.3	47.8	27.4	10.5	4.0
Number of students tested	77	67	73	76	94
<b>STATE SCORES</b>					
% Unsatisfactory	9.6	14.3	19.2	20.6	24.4
% At or Above Basic	90.4	85.7	80.9	79.4	75.5
% At or Above Proficient	70.6	61.1	52.6	51.5	44.2
% At or Above Advanced	48.3	37.7	30.3	26.1	22.1
% Exemplary	20.2	12.9	9.4	8.0	5.5
<b>2. Ware Elementary Black</b>					
% Unsatisfactory	0	0	2.9	10.3	38.0
% At or Above Basic	100	100	97.1	89.6	62.0
% At or Above Proficient	100	100	88.3	48.2	30.0
% At or Above Advanced	95.4	69.2	61.8	24.1	8.0
% Exemplary	72.7	34.6	20.6	6.9	0
Number of students tested	22	26	34	29	37
<b>STATE SCORES</b>					
% Unsatisfactory	15.0	23.4	29.6	31.6	37.7
% At or Above Basic	84.9	76.6	70.4	68.4	62.3
% At or Above Proficient	61.7	47.7	39.4	37.9	30.2
% At or Above Advanced	38.1	27.0	18.8	16.1	13.9
% Exemplary	14.2	8.4	4.8	4.1	2.5

Grade 4 – Mathematics Continue	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>3. Ware Elementary Hispanic</b>					
% Unsatisfactory	0	0	0	NA	0
% At or Above Basic	100	100	100	NA	100
% At or Above Proficient	100	100	72.8	NA	40.0
% At or Above Advanced	100	91.0	63.7	NA	20.0
% Exemplary	83.3	45.5	18.2	NA	0
Number of students tested	12	11	11	7	10
<b>STATE SCORES</b>					
% Unsatisfactory	11.4	15.9	20.5	22.4	26.2
% At or Above Basic	88.4	84.1	79.5	77.6	73.8
% At or Above Proficient	66.4	56.1	47.7	46.6	38.9
% At or Above Advanced	43.0	32.3	24.0	21.3	17.2
% Exemplary	17.0	10.0	6.6	5.5	4.3
<b>4. Ware Elementary Whites</b>					
% Unsatisfactory	0	0	4.8	14.6	20.0
% At or Above Basic	100	100	95.2	85.4	81.0
% At or Above Proficient	100	100	78.5	63.4	55.0
% At or Above Advanced	98.1	86.5	69.0	39.0	22.0
% Exemplary	75.9	51.4	35.7	14.6	7.0
Number of students	54	37	42	41	46
<b>STATE SCORES</b>					
% Unsatisfactory	3.8	5.9	8.1	8.5	10.3
% At or Above Basic	96.3	94.0	91.9	91.6	89.7
% At or Above Proficient	84.4	78.9	73.3	73.3	68.4
% At or Above Advanced	65.9	58.0	51.2	48.0	44.5
% Exemplary	34.5	26.5	21.3	19.9	16.2
<b>5. Ware Elementary Multicultural/Not Coded</b>					
% Unsatisfactory	NA	NA	NA	25.0	6.0
% At or Above Basic	NA	NA	NA	75.0	95.0
% At or Above Proficient	NA	NA	NA	50.0	45.0
% At or Above Advanced	NA	NA	NA	25	32.0
% Exemplary	NA	NA	NA	12.5	13.0
Number of students tested	0	3	0	16	16
<b>STATE SCORES</b>					
% Unsatisfactory	6.6	8.9	12.3	13.0	15.9
% At or Above Basic	91.5	91.1	87.6	87.0	84.1
% At or Above Proficient	75.6	72.0	64.0	62.9	56.2
% At or Above Advanced	53.6	49.1	42.1	37.5	31.3
% Exemplary	24.2	20.6	14.8	14.2	9.7
<b>6. Ware Elementary Special Education</b>					
% Unsatisfactory	0	NA	NA	NA	27.0
% At or Above Basic	100	NA	NA	NA	73.0
% At or Above Proficient	100	NA	NA	NA	18.0
% At or Above Advanced	100	NA	NA	NA	9.0
% Exemplary	75.0	NA	NA	NA	0
Number of students tested	12	5	2	4	11
<b>STATE SCORES</b>					
% Unsatisfactory	11.4	16.5	22.4	26.7	33.9
% At or Above Basic	88.7	83.5	77.6	73.3	66.1
% At or Above Proficient	68.3	58.7	48.5	46.1	36.0
% At or Above Advanced	48.3	37.8	27.8	23.9	17.6
% Exemplary	22.2	14.6	9.4	7.8	4.3

**Subject** Reading      **Grade** 5      **Test** Kansas State Reading Assessment

- Kansas uses five performance level categories, Unsatisfactory, Basic, Proficient, Advance and Exemplary.
- Subgroups that have a NA reported for certain years and/or performance levels are because the state criteria for the number of students reported was not met.
- Certain subgroups were not reported at all because the state criteria for the number of students reported was not met.
- *Grade 5 reading subgroups are continued on the next page.*

Testing month	2003-2004 March	2002-2003 March	2001-2002 March	2000-2001 March	1999-2000 March
<b>WARE ELEMENTARY SCORES</b>					
% Unsatisfactory	0	4.7	6.2	11.4	15.6
% At or Above Basic	100	95.3	93.9	88.6	84.5
% At or Above Proficient	97.5	68.6	70.4	54.4	48.9
% At or Above Advanced	63.3	41.9	42.0	29.1	28.9
% Exemplary	21.5	12.8	18.5	3.8	11.1
Number of students tested	79	86	81	79	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>STATE SCORES</b>					
% Unsatisfactory	7.5	9.1	12.6	13.3	13.1
% At or Above Basic	92.5	90.9	87.4	86.7	86.9
% At or Above Proficient	72.1	68.7	63.0	64.3	63.1
% At or Above Advanced	49.6	45.8	40.0	40.0	40.9
% Exemplary	20.7	18.5	15.1	14.4	15.7
<b>SUBGROUP SCORES</b>					
<b>1. Ware Elementary Economically Disadvantaged</b>					
% Unsatisfactory	0	5.3	6.3	13.3	24.0
% At or Above Basic	100	94.7	93.7	86.7	78.0
% At or Above Proficient	96.9	67.1	70.3	52.0	46.0
% At or Above Advanced	63.1	40.8	37.5	28.0	27.0
% Exemplary	24.6	14.5	15.6	2.7	10.0
Number of students tested	65	76	64	75	84
<b>STATE SCORES</b>					
% Unsatisfactory	12.5	15.4	21.7	24.3	23.9
% At or Above Basic	87.6	84.6	78.3	75.8	76.1
% At or Above Proficient	60.3	55.1	47.1	46.5	44.1
% At or Above Advanced	36.4	31.3	24.7	23.6	23.2
% Exemplary	12.0	10.3	7.2	6.5	6.5
<b>2. Ware Elementary Black</b>					
% Unsatisfactory	0	5.7	9.4	22.2	33.0
% At or Above Basic	100	94.3	90.7	77.7	66.0
% At or Above Proficient	100	65.7	65.7	44.4	36.0
% At or Above Advanced	59.0	28.6	31.3	25.9	12.0
% Exemplary	4.5	2.9	12.5	3.7	0
Number of students tested	22	35	32	27	33
<b>STATE SCORES</b>					
% Unsatisfactory	17.3	21.9	32.1	32.9	33.6
% At or Above Basic	82.7	78.2	67.8	67.0	66.4
% At or Above Proficient	53.1	44.5	35.8	36.4	33.2
% At or Above Advanced	29.8	24.0	16.9	16.8	15.7
% Exemplary	9.5	6.9	5.0	4.5	3.7

Grade 5– Reading Continue	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>3. Ware Elementary Hispanic</b>					
% Unsatisfactory	0	9.1	NA	NA	30.0
% At or Above Basic	100	91.0	NA	NA	70.0
% At or Above Proficient	100	63.7	NA	NA	20.0
% At or Above Advanced	66.6	36.4	NA	NA	20.0
% Exemplary	13.3	9.1	NA	NA	10.0
Number of students tested	15	11	8	6	10
<b>STATE SCORES</b>					
% Unsatisfactory	13.9	15.0	24.8	30.6	28.4
% At or Above Basic	86.2	85.1	75.3	69.5	71.7
% At or Above Proficient	56.8	52.6	41.3	37.5	37.1
% At or Above Advanced	33.5	28.0	20.4	16.4	17.6
% Exemplary	9.6	9.0	5.9	4.2	4.3
<b>4. Ware Elementary Whites</b>					
% Unsatisfactory	0	0	2.0	7.3	13.0
% At or Above Basic	100	100	98.0	92.6	87.0
% At or Above Proficient	94.9	75.7	77.6	58.5	51.0
% At or Above Advanced	64.1	57.5	49.0	29.2	35.0
% Exemplary	30.8	24.2	20.4	2.4	13.0
Number of students tested	39	33	49	41	45
<b>STATE SCORES</b>					
% Unsatisfactory	5.5	6.8	9.1	9.3	9.6
% At or Above Basic	94.4	93.2	90.9	90.7	90.4
% At or Above Proficient	76.6	73.5	68.7	70.4	68.9
% At or Above Advanced	54.4	50.7	45.2	45.3	46.0
% Exemplary	23.7	21.2	17.6	16.8	18.3
<b>5. Ware Elementary Multicultural/Not Coded</b>					
% Unsatisfactory	NA	NA	NA	0	16.0
% At or Above Basic	NA	NA	NA	100	84.0
% At or Above Proficient	NA	NA	NA	76.5	63.0
% At or Above Advanced	NA	NA	NA	47.1	42.0
% Exemplary	NA	NA	NA	5.9	16.0
Number of students tested	0	6	7	17	19
<b>STATE SCORES</b>					
% Unsatisfactory	8.6	8.6	13.6	15.0	14.8
% At or Above Basic	88.9	91.4	86.5	84.9	85.2
% At or Above Proficient	69.8	70.2	60.6	59.7	58.4
% At or Above Advanced	46.5	45.5	36.7	35.6	36.0
% Exemplary	19.2	17.1	12.4	11.4	12.1
<b>6. Ware Elementary Special Education</b>					
% Unsatisfactory	NA	0	NA	20.0	NA
% At or Above Basic	NA	100	NA	80.0	NA
% At or Above Proficient	NA	60.0	NA	0	NA
% At or Above Advanced	NA	50.0	NA	0	NA
% Exemplary	NA	30.0	NA	0	NA
Number of students tested	2	10	7	10	9
<b>STATE SCORES</b>					
% Unsatisfactory	19.9	24.4	34.2	37.6	43.6
% At or Above Basic	80.0	75.6	65.7	62.4	56.4
% At or Above Proficient	52.4	48.8	36.5	33.1	26.1
% At or Above Advanced	31.8	28.8	19.3	16.4	12.2
% Exemplary	13.2	12.3	6.6	5.7	3.3